DOCUMENT RESUME

ED 247 348 UD 023 724

TITLE	Proposal on Master Plan for Basic Education. Revised.
INSTITUTION	San Diego City Schools, Calif.
PUB DATE	27 Sep 83
NOTE	69p.
PUB TYPE	Reports - General (140)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Academic Standards; Categorical Aid; *Core Curriculum; *Educational Objectives; Educational Planning; Educational Strategies; *Elementary Secondary Education; Graduation Requirements; Master Plans; Minimum Competencies; Performance; *Required Courses; School Effectiveness; Special Education; Staff Development; *Student Needs
IDENTIFIERS	*San Diego Unified School District CA

ABSTRACT

This document describes and evaluates the San Diego Unified School District's basic education program. In each chapter, a background section is followed by an objectives/action plan chart. Charts show accomplishments of the past school year, 1982-83, and objectives for 1983-84. Basic education is defined in Chapter I as the core curriculum of a basic instructional program in which all students participate. The discipline areas within this curriculum are language arts, mathematics, social studies, science, computer education, fine arts, and second language education. Chapter II details specific goals and objectives. Chapter III describes curriculum planning and implementation for the general basic education program; IV, the Achievement Goals Program; V, categorical (externally funded) basic education programs and their relation to the master plan; VI, special basic education programs for gifted and talented students, handicapped students, and students below grade level; VII, requirements for individual schools to develop site plans for implementing regular and categorical programs; VIII, master-plan-related staff development programs; IX, the district's newly adopted standards of performance; X, graduation requirements, including plans for assisting low achievers to meet these requirements; XI, evaluation activities; and XII, functions of the various district offices most directly involved in basic education. Chapter XIII presents a summary and conclusions. (KH)

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PROPOSAL

ON

MASTER PLAN

FOR

BASIC EDUCATION

San Diego City Schools

September 20, 1983

(First Reading)

September 27, 1983

(Revised)

U.S. DEPARTMENT OF EDUCATION
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PREFACE

This document provides information about the district's accomplishments and plans in all areas that relate to basic education. Included are descriptions of curriculum planning and implementation for the general basic education program (section III); the Achievement Goals Program (IV); and special basic education programs for gifted and talented students, handicapped students, and students below grade level (VI). Also included is information about categorical (externally funded) basic education programs and their relation to the master plan (V) and information about requirements for individual schools to develop site plans for implementing regular and categorical programs (VII).

The master plan also includes information about master-plan-related staff development programs (VIII) and outlines the district's newly adopted standards of performance (IX) and graduation requirements (X), including plans for assisting low-achieving students to meet these requirements. Also described are evaluation activities (XI). The functions of the various district offices most directly involved in basic education are addressed in section XII.

With the exception of XII, all sections are organized using a similar format: a background section followed by an objectives/action plan chart. Charts show accomplishments of the past school year, 1982-83, and objectives for 1983-84. Depending on the chapter, there is either a single chart or several, one for each major chapter subheading. For example, the General Basic Education Program chapter (III) includes an objectives/action plan chart for each individual basic education discipline area (English language arts, mathematics, social studies, etc.). Each chapter or subsections's background narrative provides a frame of reference for the corresponding objectives/action plan chart.

The heart of a master plan for basic education is, of course, curriculum planning, development, and implementation for the basic education disciplines: English language arts, mathematics, social studies, science, computer education, fine arts, and second language education (including foreign languages and bilingual education). Therefore, section III could be considered the heart of this document, providing a framework for planning, developing, and implementing comprehensive basic education curricula.

The other chapters in this plan describe instructional support programs which will enable the district's basic education program to be implemented for all students.

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I. INTRODUCTION

A. BACKGROUND

Goals for basic education, the core of the San Diego Unified School District's instructional program, are among the Board of Education's nine district goals for 1983-85. The Superintendent has developed objectives, with deadlines, for reaching these goals. In addition, the Superintendent has reorganized the district's administrative structure and reassigned personnel in order to improve effectiveness and efficiency in planning, developing, and implementing quality basic education programs to meet the primary goal of improved student achievement.

B. BASIC EDUCATION DEFINED

In this district, basic education is defined as the core curriculum of a basic instructional program in which all students participate. This program enables students to develop established proficiencies and to fulfill graduation requirements. The discipline areas within the basic education curriculum are: language arts, mathematics, social studies, science, computer education, fine arts, and second language education.

II. BASIC EDUCATION GOALS AND OBJECTIVES

On May 31, 1983, the Board of Education adopted district goals for 1983-85. The Superintendent has developed 1983-84 objectives for each board goal. Board members' goals and the Superintendent's objectives constitute the expectations that the board and Superintendent have for the district, including the directions employees must take in meeting the responsibilities of their positions, a plan which guides decisions about allocation of resources, and a focus for evaluation of programs and personnel.

A. BOARD OF EDUCATION GOALS: BASIC SKILLS

Board of Education goals for basic skills are as follows:

1. To provide every student with a balanced curriculum emphasizing cognitive development and the learning and application of reading, oral, and written language, mathematics, and science skills, including study of the arts and social sciences.

2. To enable all low, average, and high achievers to become literate and to meet or exceed graduation requirements and standards of excellence through effective programs, staff development, improved progress reporting procedures, and greater parent assistance and involvement.

B. SUPERINTENDENT'S OBJECTIVES: BASIC SKILLS

The Superintendent's 1983-84 objectives for basic skills are as follows:

1. The Superintendent will present to the board a revised comprehensive master plan for basic skills, K-12, for students enrolled in regular, special education, and advanced programs by September 15, 1983. The plan will include action plans and objectives for:

   a. General basic education instruction program, K-12, including language arts, mathematics, social studies, science, computer science, second language education (foreign language, bilingual education, ESL, sheltered English) and fine arts.

   b. Achievement Goals Program, including reading, language, mathematics, science, and social studies.

   c. Categorical programs.

   d. Special programs, including those for gifted students, for students below grade level, and for students with learning disabilities.

   e. Materials development.

   f. School site plans.

   g. Staff development.

   h. Standards of performance, including competency standards in reading, writing, and mathematics, proficiency standards for courses required

for graduation and new higher competencies for advanced courses in literature, mathematics, science, and social studies.

i. Graduation requirements implementation, including specific objectives for assisting low-achieving students to upgrade skills to meet them.

j. Evaluation, including assessment of student achievement, reporting course expectations and pupil progress to parents and students, K-12, and determining program effectiveness.

2. The Superintendent, area assistant superintendents, and principals will continue the implementation of the comprehensive three-year plans to raise student achievement in schools identified by Evaluation Services in January 1983, whose CTBS subtest scores were below the national norm based on spring, 1982 districtwide testing in grades 5 and 7. As a result of planned efforts implemented during the 1983-84 school year, spring 1984, districtwide median percentile scores on the CTBS for grades 5 and 7 will indicate improvements or maintenance on at least 10 of the 14 subtests when compared to spring 1983 results.

3. The average attainment for the court-identified minority isolated schools in 1982-83 will meet or exceed at least 80 percent of the 35 interim goals established by the Evaluation Services Department in the content areas of reading, language, and mathematics derived from the goal stated in the court order of December 2, 1980.

4. The Superintendent will develop a process for review of the district's current pupil promotion and retention practices and present to the board by September 1, 1983 a pupil promotion/retention plan which, if approved by the board, would be implemented by the beginning of the 1984-85 school year.

5. The Superintendent will implement during the 1983-84 year the homework policy adopted by the board June 24, 1983 and the supplementary reading program adopted by the board February 1, 1983.

6. The Superintendent will implement during 1983-84 staff development programs as set forth in the staff development plan discussed with the board May 21 based on assessment of needs of certificated and classified employees. Programs receiving priority will include implementation of the new second language program, administrator evaluation plan, race/human relations programs, and implementation of K-6 reading adoption.

7. The Superintendent will implement the new administrator evaluation plan during 1983-84 with evaluations of all administrators being completed no later than June 30, 1984.

III. GENERAL BASIC EDUCATION PROGRAM

The Superintendent's 1983-84 basic skills objectives are presented in section II.B. Of these seven objectives, two directly apply to expectations for student performance within the general basic education program described in this section:

1. As a result of planned efforts implemented during the 1983-84 school year, spring 1984, districtwide median percentile scores on the CTBS for grades 5 and 7 will indicate improvements or maintenance on at least 10 of the 14 subtests when compared to spring 1983 results.

2. The average attainment for court-identified minority-isolated schools in 1982-83 will meet or exceed at least 80 percent of the 36 interim goals established by the Evaluation Services Department in the content areas of reading, language, and mathematics derived from the goal stated in the court order of December 2, 1980.

(In section II, these objectives are numbered 2 and 3.)

Presented below is a brief summary of the current instructional program for each basic education discipline area, with brief descriptions of the instructional materials used for each discipline. For each subject area, there is an objectives/action plan chart showing accomplishments for the 1982-83 school year and plans for 1983-84.

A. ENGLISH LANGUAGE ARTS

Background

The elementary-level English language arts program enables students to develop skills in the four language processes: listening, using oral language, reading, and writing. These processes are taught within four curriculum components: language arts (writing/oral language), reading, spelling, and handwriting.

Language arts instruction employs a mastery learning approach (teach, test, reteach). There is a districtwide core program with supplementary instruction for both high- and low-achieving students. Writing and oral language instruction use "Macmillan English Series E" textbooks, for which there are district-developed teacher's guides.

In the past, K-6 reading instruction has varied from site to site. Schools have been allowed to select reading programs to meet site needs, using their selections from a number of commercial basic reading textbook series on the state matrix. (Most schools have used a series by either Ginn; Harcourt Brace Jovanovich; Harper and Row; Holt, Rinehart; Houghton-Mifflin; or Macmillan.) However, a single, districtwide elementary reading program--based on the "Houghton-Mifflin Reading Program" textbook series--will be piloted (Phase I) during 1983-84 at 18 elementary schools. Implementation at all district elementary schools (Phase II) is planned for 1984-85. Until Phase II, elementary schools not piloting the new program will continue to determine their own reading programs.

Spelling insturction begins at the second grade, after students have learned to read at that level. Spelling instruction uses district-developed materials. Handwriting instruction is presented separately and within the language arts and spelling programs. Materials are site-selected.

At the junior high school level, students are required to take the year courses, English 7th and English 8th, which use a mastery learning format and stress the composing process. All students must take four years of English in grades 9-12 to meet new graduation requirements. (New graduation requirements for all disciplines are discussed in section X.) Secondary-level English courses interrelate reading, oral and written communication, and language study. Courses use both literature and language commercial texts, with district-developed teacher's guides.

Beginning in 1983-84, a Cooperative Writing Program sponsored jointly by the district and local univeristies will be implemented at all senior high schools. Program goals are to improve student writing skills, assess the state of student writing, demonstrate students' awareness of their own writing abilities, and involve teachers across curriculum areas in improving the teaching and assessing of student writing skills.

Objectives/Action Plan

Accomplished 1982-83	Planned for 1983-84
Elementary Level Language Arts—English language arts staff reviewed districtwide K-6 curriculum (piloted in 1981-82) as well as student performance evaluation (standardized test) results. On the basis of teacher response from piloting, staff revised district-developed student materials and teacher's guides used with the standard language arts textbook series, "Macmillan English Series E." Reading—District adopted a K-6 reading program for districtwide implementation. "Houghton-Mifflin Reading Program" was selected as the basic K-6 reading program. Staff determined the curriculum/materials development needed with relation to the adopted text.	Elementary Level Language Arts—Revised district-developed materials for "Macmillan English Series E" will be utilized in classrooms. Reading—By January 1984, English language arts staff will develop a teacher's handbook for use in implementing the new K-6 reading program. Handbook will include program philosophy, instructional materials, homework materials, suggestions for beginning the year, organizational options for using publisher's materials, scheduling for multigrade classrooms, and suggestions for meeting the needs of high achievers, low achievers, and limited-English proficient students.

Accomplished 1982-83	Planned for 1983-84
	The new K-6 reading program will be piloted at the following elementary schools (in preparation for district-wide implementation in 1984-85): Adams, Birney, Carson, Central, Chesterton, Crown Point/Farnum, Emerson, Freese, Gage/Forward/Cleveland, Jerabek, Lee, Miller, Oak Park (selected classrooms), Perry, Rolando Park, Ross (selected classrooms), and Vista Grande.
Secondary Level	Secondary Level
	The secondary-level English language arts curriculum/materials will continue to be refined as described below, with emphasis on balancing and interrelating reading and literature instruction with the teaching of oral and written communication.
Grades 7-8--Mastery learning formats were developed for English 7th and English 8th courses. Also, new course textbooks were selected--*Adventures for Readers, Book 1 and Book 2* (Harcourt Brace Jovanovich), *Introduction to Literature* and *Exploring Literature* (Ginn)-- and a teacher's guide for each course was developed.	Grades 7-8--During summer 1983, language arts staff have revised mastery-learning-format materials for English 7th and English 8th, on the basis of teacher feedback. A new introductory unit and Unit 1 for both grades and a reading list for new extended reading requirement have been produced. Materials include instructional activities for newly upgraded minimum competencies in reading and writing. Additional materials will be printed and distributed throughout the year.
Grades 9-10--Teacher's guides for English 1-2 (required course, grade 9) and English 3-4 (required course, grade 10) have been developed.	Grades 9-10--At minority-isolated schools, the district curriculum will be augmented by a pilot study to determine appropriate additions or modifications to district materials. A vocabulary program for grade 9, similar to the grade 10 program already in place, will be added. Revised/supplementary materials will be developed by June 1984.
	Grades 9-12--Teacher's guides for English 1-2 and English 3-4 will be revised to include instructional activities designed to teach proficiencies. Also, development of supplemental teacher's packets for English courses for grades 11 and 12 will begin. Packets will identify where, in existing course guides, to find materials to teach proficiencies.

Accomplished 1982-83	Planned for 1983-84
	Also, English language arts staff will begin new basic textbook adoption study for the following existing courses: -Advanced American Literature 1-2 (grade 11) -English Literature 1-2 (grade 12) -Advanced English 3-4 (grade 10)
K-12 Board of Education approved extended reading requirement. (See section IX . E .) For AGP English language arts curriculum/materials development, see sections IV.A. (reading) and IV.B. (language).	K-12 Each school site will develop a plan for implementing the new reading requirement.

B. MATHEMATICS

Background

Mathematics instruction for grades K-8 is based on a district-established continuum of student performance objectives which follow the state framework and include mathematics skills tested by the Comprehensive Tests of Basic Skills (CTBS) and the California Assessment Program (CAP). In 1982-83, AGP schools with grades K-8 used the AGP math program (described in section IV) and other schools with these grades used the existing district math program. The regular district program allows each school to select a state-adopted textbook series from an approved list. (Most elementary schools select a series from either Addison-Wesley; Houghton-Mifflin; or Scott, Foresman. Standard and advanced math instruction for grades 7 and 8 uses one of two commercial programs (from Holt-Rinehart or Houghton-Mifflin). Commercial series are used with district-developed teacher's guides and support materials including student worksheets, tests, problem-solving lessons, and enrichment units.

In 1983-84, the district will pilot a new "District Math Program" at eight elementary schools (K-6) and two junior high schools (7-8). The new program has a direct instruction, mastery learning format and is similar in goals and content to the AGP math program. Four new commercial math programs--from Addison-Wesley; Heath; McGraw-Hill; and Scott, Foresman--will be piloted as comparison programs. This will involve an additional 18 elementary schools and two junior high schools. Results of the piloting will provide data for selection of a math program for future use in the district.

For students in grades 9-12, a wide variety of math courses is available to enable students to meet new graduation requirements (six semesters of math credit beginning with the class of 1987-88) and prepare for career goals. For each math course which may be taken by high school students, there is an adopted basic commercial textbook and a district-developed teacher's guide. For a few courses, there are district-developed supplementary instructional units.

The district has materials for teaching math using Spanish for grades K-9. (Materials for grades 10-12 are being developed.) Also, there are district-developed materials for teaching math concepts using Indochinese languages. (See sections III.G. and IV.D.)

Objectives/Action Plan

Accomplished 1982-83	Planned for 1983-84
K-8 Math staff developed a new "District Math Program" with a direct instruction, mastery learning format. Materials developed for the program include teacher's guides, student worksheets and texts, student booklets, and materials for an advanced program.	K-8 The new "District Math Program" will be piloted in grades K-6 at Bayview Terrace, Benchley-Weinberger, Cabrillo, Doyle, Florence, Penn, Spreckels, and Walker elementary schools and in grades 7-8 at Bell and Roosevelt junior high schools.

Accomplished 1982-83	Planned for 1983-84
	Four commercial math programs will be piloted as comparison programs as follows: -Addison-Wesley, "Math in Our World"--K-6 at Chesterton, Hickman, Jefferson, Pacific Beach, Sandburg, and Silver Gate. -Heath, "Heath Mathematics"--K-6 at Crown Point, Ericson, Fletcher, Juarez, Oak Park, and Toler. -McGraw-Hill, "McGraw-Hill Mathematics"--7-8 at Mann. -Scott, Foresman, "Scott, Foresman Mathematics"--K-6 at Bay Park, Boone, Cubberley, Franklin, Green, Loma Portal; 7-8 at Marston.
Final revisions were made to the K-8 AGP math program, basic and advanced on the basis of teacher imput and student achievement results (as described in section IV.C.).	AGP elementary and junior high schools will use the revised AGP math program/materials. Non-pilot, non-AGP schools will continue to use the existing district math program.
7-12 Mathematics staff have developed materials to be used to teach math concepts and skills within various secondary-level math courses (7-12) as appropriate. Materials developed include instructional units--for whole numbers; fractions and decimals; geometry and measurement; and money management, graphs, and statistics--with related teacher's guides.	
7-8 Final exams were developed for Advanced Arithmetic 7 and Advanced Math 1-2 (grade 8).	7-8 By November 1983, math staff will develop new guide for Advanced Arithmetic 7 and Advanced Math 1-2 (grade 8) to accompany text adopted two years ago. Guide will contain pacing schedule tests, review worksheets, and enrichment worksheets.
9-12	9-12
High School level math curriculum/materials development accomplished in 1982-83 and planned for 1983-84 relates to the AGP and is described in section IV.C.	

C. SOCIAL STUDIES

Background

The district's K-12 social studies curriculum is built around a history core and contains four content strands: legal/political, economic, energy/environment, and cultural.

Elementary-level social studies is taught using a series of district-developed units which sequentially develop concepts related to each of the strands. The school year is divided into four nine-week blocks, in which two social studies units alternate with a science and a health unit, grades 1-6. For each unit, there is a materials kit containing the unit text, supplementary reading materials, audio-visual materials, and a teacher's guide. District teaching guides are necessary to delimit the social studies content of basic commercial textbooks, which are written for a year course, to fit the nine-week framework. Guides use the mastery learning approach.

A year social studies course is required at both grades 7 (a course which emphasizes social studies concepts and skills focusing on Eastern Hemisphere societies) and 8 (U. S. History 8th).

Currently, students must take two years of social studies in grades 9-10 (electives), two in grade 11 (U.S. History 1-2), and two in grade 12 (American Government 1 or an advanced alternative, plus an elective). A new World History, Geography, and Economics 1-2 course for grade 9 or 10 will be piloted during 1983-84, with full implementation planned for 1984-85. Other new high-school-level social studies requirements will be phased in beginning with the class of 1985-86 (tenth-graders in 1983-84). (See section III.G.)

Secondary-level social studies courses use commercial textbooks and district-developed teacher's guides.

The social studies department gives leadership, assistance, coordination, and support to special programs such as the Mock Trial competition, the Junior High School Model United Nations, and Project Business. These programs are in direct support of the social studies instructional program and provide enriched and high-level social studies experiences for capable students.

The district has materials for teaching social studies using Spanish and using the Indochinese languages. (See section III.G.)

Objectives/Action Plan

Accomplished 1983-84	Planned for 1983-84
Elementary Level	Elementary Level
Social studies staff:	
-Reviewed instructional materials on the state adoption list and piloted selected texts for possible use in support of the reading program.	-Final selection of a text for each grade level will be made, revised unit materials will be piloted, and initial work will be done on a revised program (for 1984-85).
-Began revising district-developed social studies units currently in use in order to strengthen and update content, expecially to strengthen history emphasis.	
-Reviewed basic maps and revised maps on the basis of proposed curriculum revisions. (Revised maps will be phased in over a three-year period.)	-Map phase-in plan will be implemented, and planning for the second phase-in year will occur.
Secondary Level	Secondary Level
Social studies staff began curriculum development to strengthen courses, address new graduation requirements and achievement standards, and provide for use of new texts. Staff:	Social studies staff will continue curriculum development begun in 1982-83. Staff will:
-Reviewed Social Studies 7th and U.S. History 8th courses for needed modifications.	-Pilot new texts for Social Studies 7th and U.S. History 8th courses. Revised courses will be developed (for full implementation in 1984-85).
-Planned and developed new required course for grade 9 or 10, World History, Georgraphy, and Economics 1-2 (for piloting in 1983-84 and full implementation in 1984-85), and adopted course textbook, *History and Life: the World and its People* (Scott, Foresman).	-Complete pilot development of teaching materials for textbook adopted for new World History, Geography, and Economics 1-2 course and select accompanying support materials. Piloting will be be conducted during the second and third quarters, at Einstein, Roosevelt, and O'Farrell junior highs and Mira Mesa, Henry, and Crawford senior highs. Full development will occur in summer 1984 (for implementation at all secondary schools in 1984-85).

Accomplished 1982-83	Planned for 1983-84
-Outlined plans for a new required course for grade 12, American Government and Institutions 1-2 (for 1984-85 piloting and 1985-86 full implementation).	-Select textbook for new American Government and Institutions 1-2 course and will develop accompanying teaching guides and select audiovisual materials to be used with the text.
-Conducted preliminary planning for revision of existing required grade 11 course, U.S. History 1-2, to better reflect knowledge, skills, values, and goals of state framework. (Revised course will be piloted in 1985-86 and fully implemented in 1986-87.)	-Outline revisions for U.S. History 1-2 course.
-Developed pilot course, Advanced Placement European History/American Government 1-2, which will substitute for the required grade 12 American Government Course, selected text--*A History of the Modern World* (Alfred A. Knopf, Inc.), and identified pilot schools.	-Pilot Advanced Placement European History/American Government 1-2 course at Point Loma, Crawford, Henry, and La Jolla high schools (for implementation in all high schools in 1984-85).
-Conducted preliminary planning for development of Advanced Placement American History 1-2 course.	-Develop pilot and select text for Advanced Placement American History 1-2 course (for 1984-85 piloting and implementation at all high schools in 1985-86).
-Identified and reviewed advanced and other alternative and elective courses to determine which will remain as course offerings.	-Begin advanced placement course revisions (for 1985-86 piloting and 1986-87 full implementation).
-Reviewed maps list, revised list to meet needs of revised social studies program, and developed three-year phase-in plan.	-Implement map phase-in plan and prepare plan for second year of phase-in.
<u>Elementary and Secondary</u>	<u>Elementary and Secondary</u>
A plan was developed for teaching race/human relations in social studies time block.	Coordinated use of race/human relations activities and K-6 social studies units will be developed. Schools will begin incorporation of race/human relations program into the social studies program as social studies program is revised.
For AGP curriculum/materials development related to Social Studies, see section IV.A.	

D. SCIENCE

Background

Instructional goals of the district's science curriculum are to develop rational and creative thinking skills, manipulative and communication skills, and knowledge of science. Elementary and secondary science instruction includes the life, physical, and earth sciences.

For grades K-6, science is taught during one nine-week to eleven-week block per year. One of two grade-to-grade commercial textbook series (Laidlaw's *Exploring Science* or Silver Burdett's *Science: Understanding Your Environment*, depending on site selection) is used as the content core for instruction. For each of these series, there is a district-developed teacher's guide and instructional materials. Kits of materials are rotated to schools for their pre-scheduled science instruction blocks. (To avoid repetition of science units for students in multigrade classes, two science instruction sequences have been established for use in alternate years.)

Beginning with the eighth-grade class of 1984-85, junior high school students will be required to take a total of two sememsters of science in grades 7 and/or 8--either Introductory Life Science and Introductory Earth Science, each one semester, or General Science 1-2 (grade 8)--instead of the one semester formerly required.

Beginning with the graduation class of 1988-89 (seventh-graders in 1983-84), students must earn four sememster credits in science during grades 9 through 12--two semesters in a physical science and two in a life science.

For all secondary-level science courses, commercial textbooks have been adopted as basic course materials. For most secondary science courses, the teacher's guides are district-developed; for some courses, publisher's guides are used.

Accomplished 1982-83	Planned for 1983-84
Secondary Level	Secondary Level
Board approved, and science staff planned for, new requirement for two semesters of science in grades 7-8 (to be fully implemented for the eighth-graders of 1984-85).	
Curriculum guides for one-semester Introductory Life Science and Introductory Earth Science courses (grades 7-8) were revised.	New curriculum guides for Introductory Life Science and Introductory Earth Science courses will be utilized in teaching these courses.
Science staff determined curriculum/materials development needs related to new graduation requirements and proficiency standards, as follows:	
-Planned to develop new materials for existing courses--Basic Biology 1-2 (grades 10-12), Physiology 1-2 (grade 12), and Physics 1-2 (grades 10-12).	By February 1984, science teachers' textbook selection committee will make recommendations for new commercial basic textbooks for Basic Biology 1-2, Biology 3-4, Physiology 1-2, and Physics 1-2 and, after board approval, will develop related teacher's guides during summer 1984.
-Planned for development of a new course, Physical Science 1-2 (grades 9-12), which will assure the availability of an appropriate year course in physical science. Course may be taken to partially fulfill new graduation requirement--one year of physical science plus one year of life science. (Course will be introduced into schools in 1983-84.)	Science staff will complete development of new Physical Science 1-2 course, select commercial textbook for the course (by December 1983), and begin development of teacher's guide. Some units of the course will be piloted in spring 1984 (for full implementation of course in fall of 1984).
-Planned to develop teacher's guides for currently used commercial texts for which no district guides exist (various courses).	Science staff will begin development of teacher's guides for commercial texts.
	Science staff will develop the following new advanced placement science courses, for possible implementation in the fall of 1984: Advanced Placement Biology 1-2, Advanced Placement Chemistry 1-2, and Advanced Placement Physics (Level B) 1-2. All of these courses will be for grade 12.
	By January 1984, science staff will revise *Handbook of Science Laboratory Practices and Safety*.

For AGP materials development related to science, see chart in section IV.A.

E. COMPUTER EDUCATION

Background

In recognition of the nation's increasing dependence on computer technology, the district has labeled computer education a basic education subject and will require students to meet a computer literacy competency requirement beginning with the graduating class of 1986-87.

District students' exposure to computer-related instruction is not uniform. Three elementary magnets offer computer instruction, but at most district elementary schools, computer instruction depends on a fortuitous combination of teacher interest and capability with the availability of computer hardware and software. At the secondary level, Gompers and Bell science and math magnets emphasize instruction in programming. At other secondary schools, computer related electives are offered by the math department and, at some schools, by the business education department.

At the elementary level none of the existing district-developed computer education materials are appropriate to current computer technology or to proposed district K-12 computer education goals. Secondary-level courses incorporating computer-related content (business education and math courses) use commercial textbooks and district-developed teacher's guides.

Plans to have a computer literacy program in place in time for students to meet the 1986-87 graduation requirement are being cooperatively developed by math science, and business education staff. In addition, computer education resource staff are developing the framework for a K-12 computer education program, which will be conducted on three levels: computer literacy, computer applications, and computer science. It is expected that the new program will allow students to meet the computer literacy competency requirements through several options--math, science, or business education courses; separate computer education course(s); or competency examination.

Objectives/Action Plan

Accomplished 1982-83	Planned for 1983-84
K-12 Math, science, and business education staff have worked with computer education resource staff in conducting preliminary planning for development of K-12 computer education program.	K-12 Math, science, and business education staff will work with computer education resource staff in designing K-12 computer education program. A district definition of "computer literacy" with program goals and student performance objectives will be developed by district staff for review by a community/staff advisory committee. Computer literacy materials will be piloted in appropriate courses at selected sites.

Accomplished 1982-83	Planned for 1983-84
Business education staff developed new one-semester elective course, Keyboarding and Computer Literacy (grades 9-12). Staff also developed "Computer Literacy: A Unit for Business Education," to be used within the new course or in any other appropriate business education course for grades 9-12.	Keyboarding and Computer Literacy course will be piloted at six secondary schools. It is expected that after the new computer education program is developed and implemented, this course will continue to be offered as one option for achieving the required competency. "Computer Literacy" unit will be used in this and other business education courses.

F. FINE ARTS

Background

District fine arts instruction emphasizes aesthetic judgment and appreciation and provides opportunities for students to participate in both the visual and performing arts.

Elementary-level visual arts instruction includes experiences in creative activities, discussions, and observation. Art activities often are incorporated into instruction in other subject areas, to reinforce knowledge and skills. In junior high school, the art program is general in scope. A two-semester course is offered at both grades 7 and 8, and one semester is required at grade 7. In senior high school, basic courses provide a core of instruction applicable to more advanced courses in design, drawing, painting, sculpture, commercial art, printmaking, and crafts.

At the elementary level, fine arts (visual arts and music) instruction is provided using materials selected by individual teachers, generally from a list of state-approved commercial text series as standard sources of visual arts and music activities. For the required 7th- and 8th-grade visual arts courses, commercial textbooks and district-developed teacher's guides are used. For ten of the elective visual arts courses for grades 9-12, district-developed teacher's guides, but no basic instructional materials, are selected by individual teachers. For most music courses, materials are by instructor choice.

Objectives/Action Plan

Accomplished 1982-83	Planned for 1983-84
K-12 No major new curriculum/materials development was accomplished during 1982-83.	K-12 Implementation of a new visual and performing arts framework and planning for the new fine arts graduation requirement will occur. It is expected that this planning, and future curriculum/materials development, will focus on visual and performing arts history, awareness, and experiences, to provide non-performing students with options for meeting the graduation requirement for fine arts credit.

G. SECOND LANGUAGE EDUCATION

1. FOREIGN LANGUAGES

Background

Though elementary schools are encouraged to provide foreign language instruction, no foreign language curriculum or materials have been adopted for grades K-6 districtwide.*

At grades 7-12, the languages students can study for credit at individual schools vary with student interest and staff resources. The district has outlined general instructional goals for eight modern languages—French, German, Hebrew, Italian, Japanese, Portuguese, Russian, and Spanish—as well as for Latin. In general, foreign language instruction in grades 7-12 is designed to enable students to comprehend what they hear in a second language, speak fluently in the language on general topics, understand directly (without translating) material written in the language, and write comprehensibly for formal and informal purposes.

In French, German, and Spanish, students who begin study of the language in grade 7 can take up to six one-year courses by grade 12. In Hebrew, Italian, Russian, and Latin, students can take up to four years; in Japanese, three years; and in Portuguese, two years.

Commercial textbooks, with the publishers' guides, have been adopted for the most widely offered language courses in the district: French, German, Latin, and Spanish through the fourth year and Russian through the second year. Courses in less widely taught foreign languages use materials selected by individual teachers.

No foreign language credits or competencies are needed for graduation. Foreign languages currently are not a priority focus of curriculum and materials development in the district.

Objectives/Action Plan

Accomplished 1982-83	Planned for 1983-84
K-12 No major new curriculum/materials development was accomplished during 1982-83 or is planned for 1983-84.	

*There are two elementary-level special programs in the district in which native speakers of English can acquire fluency in a second language: the Language Immersion Magnet (Spanish or French) and the Title VII funded Spanish-English bilingual project.

2. BILINGUAL EDUCATION

Background

District students with limited proficiency in English are provided with a program to enable them to develop English language skills appropriate for their grade/age levels and to acquire the same knowledge of academic subjects that other district students acquire. Each limited-English proficient (LEP) student participates in a program which includes academic instruction presented using the primary language, instruction in classes in which only English is used, and instruction designed specifically to develop English language skills. In addition, each LEP student receives at least some instruction which fosters primary language arts development.

To teach primary language arts, reading, and mathematics in Spanish, the Spanish Achievement Goals Program is used at all elementary schools and at secondary schools which are designated as AGP schools. The AGP is used also at some other secondary schools which have significant proportions of Spanish-speaking LEP students and which elect to use the program. Also, the AGP is used for social studies at secondary sites. In general, Spanish-speaking students who begin their district instruction with little or no English language proficiency receive all or most of their basic academic instruction through Spanish.

LEP students who speak one of four Indochinese languages—Vietnamese, Lao, Cambodian, and Hmong — receive primary language instruction in math concepts (as opposed to math computations) and social studies. Instruction in math computation and experimental science (in addition to physical education and art) is English. For these classes, Indochinese students are grouped in classes according to English language proficiency level. Special techniques and materials are used to insure that students comprehend subject content.

Though the numbers of LEP students in the district who speak non-English languages other than Spanish or an Indochinese language are not great enough to warrant extensive curriculum/materials development, these students do receive individualized instruction from paraprofessionals who use the primary languages.

The materials used for academic instruction using the primary language are mostly district-developed. For several of the non-English primary languages spoken by significant numbers of district students—Spanish, Chinese, Farsi, Korean, Pilipino, and Portuguese—there are materials for teacher use in assessing students' primary language skill levels and progress. For Spanish and for the Indochinese languages spoken by district students—Vietnamese, Lao, Cambodian, and Hmong—there are district-developed materials for teaching various academic subjects using the primary language. There are Spanish-language materials for social studies, mathematics, and elementary-level fine arts and Indochinese-language materials for social studies and mathematics concepts. For subjects for which there are no primary-language materials, the subject content of the regular district program is presented using the appropriate non-English language.

The curriculum for the daily English language skills development instruction which all LEP students receive is being redesigned in order to be more effective. Currently, elementary-level teachers use a district-developed English-as-a-Second-Language (ESL) continuum, which includes content, suggested activities, and instructional guidelines. Second language education staff in 1982-83 began creating a new K-12 curriculum, English for Limited English Proficient Students (ELEPS). In this program, students will develop English language language skills in a manner similar to the way in which a native speaker develops them--by using English as a natural means of communication, not simply by studying it as a separate academic subject.

Objectives/Action Plan

Accomplished 1982-83	Planned for 1983-84
BILINGUAL EDUCATION: K-12 GENERAL PROGRAM DEVELOPMENT AND MONITORING	
An integration task force report made several recommendations for the bilingual education program. In response, the district made plans for proposed actions. The proposed actions which are directly related to bilingual education curriculum and student performance are presented in the "Planned for 1983-84" column, to the right.	The district will take the following actions: -After the board approves the 1983-84 budget, the district will submit to the board measurable objectives for the following aspects of instructional programs for LEP students: staff development, materials development, program implementation, and student performance in English. -The Superintendent will delineate in writing the responsibilities of each level of administration and professional staff, including site administrators and teachers, in relation to instructional programs for LEP students. -At each site, recording of each LEP student's basic skills progress within--and after exiting--the bilingual education program will be maintained on a continuing basis. Data Systems Department has established means for recording and reporting student information. -The district will implement a comprehensive design for evaluation of instructional programs for LEP students which assesses student progress in English and basic skills. This design also includes evaluation of student progress subsequent to reclassification from LEP status. Evaluation results will base future curriculum modification.

Accomplished 1982-83	Planned for 1983-84
BILINGUAL EDUCATION: PRIMARY LANGUAGE INSTRUCTION	
Primary Language Arts	
K-6 Spanish--*Elementary Spanish AGP, Reading and Language Arts Curriculum* (developed 1982) was implemented as districtwide Spanish reading and language curriculum.	K-6 Spanish--Previously unrevised portions of elementary-level Spanish AGP for reading/language will be revised as necessary.
Mathematics	
K-6 Spanish--*Elementary Spanish AGP, Math Curriculum* (developed 1982) was implemented as districtwide math program for Spanish-speaking LEP students. 7-9 Spanish--*Secondary Spanish AGP, Math Curriculum* (developed 1982) was implemented as districtwide math program for Spanish-speaking LEP students. K-12 Vietnamese, Lao, Cambodian, Hmong--Development of math concepts units, *Indochinese Conceptual Math Series* was begun. These are being written in each of the four Indochinese languages. Complete units were used in classrooms. Units may be used across grade levels, K-12, as appropriate, districtwide.	Grade 10 Spanish--Spanish AGP for grade 10 will be developed during summer/fall 1983, for introduction into classrooms during 1983-84. K-12 Vietnamese, Lao, Cambodian, Hmong--Math concepts units will be completed.
Social Studies	
Grades 1-6 Spanish--Spanish versions of district social studies units (developed 1982) were implemented for Spanish-speaking LEP students. 7-12 Spanish--*Secondary Spanish AGP, Social Studies and Reading Curriculum* three levels (developed 1982), was implemented districtwide for Spanish-speaking LEP students. K-12 Vietnamese, Lao, Cambodian, Hmong--District-developed *Making a New Life in America* curriculum was introduced as districtwide social studies program taught using any of the four Indochinese languages. Level A was used in classrooms. Development of Level B was begun.	K-12 Vietnamese, Lao, Cambodian, Hmong--Level B of *Making a New Life in America* curriculum will be implemented in classrooms. Level B will be completed and Level C will be developed (for 1984-85 implementation).

Accomplished 1982-83	Planned for 1983-84
Science	
	1-6 Vietnamese, Lao, Cambodian, Hmong--A series of units for teaching science concepts to Indochinese students using the primary language will be developed (for 1984-85 implementation). This series will be for use across grade levels as appropriate.
BILINGUAL EDUCATION: ENGLISH LANGUAGE DEVELOPMENT	
Grades 1-12 Second language education staff began development of K-12 English language skills development program for limited-English proficient (LEP) students--the English for Limited-English-Proficient Students (ELEPS) program. Consultations with district and out-of-district consultants--for background on research, methodology, and trends in teaching English as a second language--were conducted. Three teacher advisory committees from sites representative of the district's LEP population were formed (one committee for each grade span). Entire program outline was planned: student performance objectives, philosophy, methodology, and unit content for three grade level spans (grades 1-3, 4-6, and 7-12). Program will include daily lesson plans of activities for three stages of English language proficiency within each grade span. Year one of the grade 1-12 curriculum was developed. Inservice on the ELEPS program's philosophy and methodology was planned and implemented for advisory committees and volunteer district staff.	K-12 Year one of the ELEPS program will be field tested at selected school sites with LEP students at grades 1-12 who are at the beginning level of English language skills development. Revisions will be made to year one curriculum, on the basis of feedback from field testing. Development of year two of ELEPS curriculum for grades 1-12, all English language skill levels, will be completed (for field testing in 1984-85). Kindergarten curriculum will be prepared (for field testing in 1984-85). Assessment materials for years one and two of the ELEPS program--to include materials for placement, unit testing, and record keeping--will be developed. Inservice for field-test teachers, advisory committees, second language education staff, and volunteer district staff will be provided. Within the ELEPS program, the amount of time spent by LEP students on English language development instruction will increase. Each site principal will be responsible for delivery of an appropriate ELEPS program. This responsibility includes organizing the site to facilitate effective instruction.

IV. ACHIEVEMENT GOALS PROGRAM

The Achievement Goals Program was developed and piloted beginning in 1980-81, in response to a court order to raise achievement scores of students in minority-isolated schools. AGP has reached or exceeded a majority of its goals and has become a prototype for district curriculum development. The AGP's major principles are as follows:

1. Direct Instruction. Interaction between the teacher and students is structured. Objectives are clear to students, time allocated for instruction is sufficient and uninterrupted, content coverage includes all objectives to be tested, student responses are monitored, and feedback to students is immediate and academically oriented. Objectives, materials, and pacing are determined by the program rather than by student choice.

2. Mastery Learning. This instructional system is based on the belief that nearly all students can learn most of what they are taught if (a) instructional units focus on a limited set of objectives; (b) skills necessary to achieve objectives are identified; (c) direct instruction develops those skills; (d) motivation, student self-concept, and teacher expectations are recognized; (e) student progress is addressed periodically; (f) there is immediate feedback to students about their progress; and (g) there is reteaching of content and skills which have not been mastered.

In the AGP, students are tested at the end of each unit. Students who master a unit's objectives work independently on other learning activities in which they apply what they have just learned. Students who do not pass the unit test receive further instruction on the same content, then take a second test on the content. When the class moves on to the next unit, any students who do not pass the second unit test continue to receive additional instruction outside their regular class until they are able to demonstrate they have learned the material in the unit.

In response to a Board of Education concern (stated in a May 31, 1983 document), Achievement Goals Program curriculum/materials development for 1983-84 will focus on including additional application activities, that is, activities which enable students to apply and practice skills mastered, in order to attain true and permanent skills mastery. All K-12 AGP units for reading, language arts, and mathematics (English and Spanish versions) are being modified to include more application activities.

Presented below is a brief summary of the curriculum for each Achievement Goals Program (AGP) subject area. Following each summary is an action plan showing major curriculum development/implementation accomplishments for the 1982-83 school year and objectives for 1983-84.

A. READING

Background

Elementary. The elementary (K-6) AGP reading program is based on the "Ginn 720" textbook series. However, a limited number of objectives are selected for each unit, a two-section (decoding/vocabulary and comprehension) reading plan is used, and all major objectives assessed on the California Assessment Program (CAP) and Comprehensive Tests of Basic Skills (CTBS) are included.

Grade 7 Social Studies/Reading. AGP reading instruction in grade 7 takes place in the social studies class. Instruction is at three reading levels, using three sets of materials based on three commercial series.

Grade 8 Science/Reading. Grade 8, AGP-school students who read at or below grade level take a class which uses science content as a vehicle for teaching reading.

Grade 9 Social Studies/Reading. Social studies/reading for grade 9 is the regular grade 9 social studies course at AGP schools. Course objectives essentially parallel the objectives for World Geography 1-2.

Grade 10 Reading. Tenth-grade students at the three AGP schools who read at or below grade level take AGP reading 10, a one-semester reading comprehension course. Similar courses for grades 11 and 12 will be piloted in 1983-84.

Objectives/Action Plan

Accomplished 1982-83	Planned for 1983-84
	Elementary Level Three elementary AGP schools will pilot the "Houghton-Mifflin Reading Program" (which will be implemented in all elementary schools as the districtwide K-6 reading program in 1984-85). Piloting will determine how Houghton-Mifflin program/materials need to be adapted for use within the AGP.

Accomplished 1982-83	Planned for 1983-84
Secondary Level AGP reading curricula for grades 8 and 9--Science/Reading 8 and Social Studies/Reading 9--were piloted at secondary-level AGP junior high schools. AGP reading curriculum for grade 10 was piloted in selected classrooms in the three AGP high schools. The writing of AGP reading curriculum for grades 11-12 has been completed.	Secondary Level AGP reading curricula for grades 8 and 9 will be fully implemented at all AGP schools for students who read at or below grade level. AGP reading curriculum for grade 10 will be fully implemented at the three AGP high schools. AGP reading curriculum for students in grades 11-12 who read below grade level will be piloted in selected classes at the three AGP high schools. On the basis of piloting, revisions will be made. Social Studies/Reading 7 will be revised as necessary, based on site input. Limited (skills review and tests) AGP support programs for use in Advanced Science 1-2 (grade 8) and for other science and social studies electives in grade 9 will be developed.

3. ENGLISH LANGUAGE ARTS

Background

The English language arts AGP curricula for the elementary level and grades 7-8 are the same as the regular district English language arts curricula for these grades, with major AGP components. An English language AGP for the high school level will be developed beginning in 1983-84. The San Diego Cooperative Writing Program, to be implemented at district high schools in fall 1983, will become part of the high-school-level English language arts AGP.

Objectives/Action Plan

Accomplished 1982-83	Planned for 1983-84
Elementary Level AGP (district) English language arts curriculum/materials, which were piloted during the 1981-82 school year, were reviewed in order to determine what revisions were needed. AGP staff developed supplementary materials to strengthen skill-building activities and provide for reteaching, and enrichment.	Elementary Level New supplementary English language arts materials for the elementary-level English language arts AGP will be utilized in classrooms. New materials will be revised, as necessary.

Accomplished 1982-83	Planned for 1983-84
Secondary Level	Secondary Level
	An AGP language arts program for grades 9 and 10 will be developed and piloted (for full implementation in 1984-85).
AGP English language arts curriculum/ materials were revised and supplementary materials to strengthen skill-building activities and provide reteaching and enrichment were developed.	New supplementary English language arts materials for grades 7-8 will be utilized in classrooms. Materials will be revised as necessary.
San Diego Cooperative Writing Program was planned.	San Diego Cooperative Writing Program will be implemented at all high schools.

C. MATHEMATICS

Background

Elementary. The elementary (K-6) AGP math program is based on grade-level, sequenced district performance objectives which were established before the AGP was developed. A commercial textbook series (Houghton-Mifflin's "Math for Individual Achievement") bases the program.

Secondary. AGP math instruction for grades 7 and 8 provide pre-algebra components. In the district's regular 9th-grade General Mathematics 1-2 course, AGP materials are used. Under the master plan for both AGP and district math, a mastery learning format eventually will be developed for all secondary math courses.

Objectives/Action Plan

Accomplished 1982-83	Planned for 1983-84
Elementary Level	
Final revisions were made to AGP math program materials on the basis of teacher input and student achievement results.	
Secondary Level	Secondary Level
AGP units for Arithmetic 7th and Arithmetic 8th, Advanced Arithmetic 7th and Advanced Math 1-2 (grade 9) were revised.	
AGP materials for General Math 1-2 (grade 9) were developed and piloted.	AGP General Math 1-2 will be revised as necessary.

Accomplished 1982-83	Planned for 1983-84
AGP Consumer Math 1-2 (grade 10) was piloted in selected classes at the AGP high schools. Warm-up drills and tests were developed for Basic Algebra 1-2.	AGP Consumer Math 1-2 will be fully implemented in AGP high schools for students who read at or below grade level. Materials for Basic Algebra 1-2 will be revised (by January 1984). By January 1984, math staff will: -Develop mastery learning-based teaching units for Basic Algebra 1-2 (grades 9-11), Algebra 1-2 (grades 10-12), Advanced Math 3-4 (grade 9), Advanced Math 5-6 (grade 10), Basic Algebra 3-4 (grades 10-11), and Geometry 1-2 (grades 10-12). -Revise four basic skills survey tests and four instructional packets for use in Algebra 1-2 and Advanced Math 3-4. -Develop warm-up drills and tests for Basic Algebra 3-4. -Develop four basic skills survey tests and four instructional packets for use in Geometry 1-2 and Advanced Math 5-6.

D. SPANISH LANGUAGE AGP

Background

Spanish Reading/Language K-6. This program's goal is to help Spanish-speaking limited-English proficient (LEP) students to become proficient in their primary language so that language skills learned can be transferred to learning English.

Spanish Social Studies/Reading 7-12. The secondary-level Spanish AGP social studies/reading program is conducted on three levels. Instruction at each level is appropriate for students' skills levels in Spanish and in English.

Spanish Mathematics K-10. The Spanish AGP math program provides grade level curriculum in Spanish which parallels instruction in the English AGP math program; materials have been translated.

Objectives/Action Plan

Accomplished 1982-83	Planned for 1983-84
Spanish Reading/Language K-6--Development of entire elementary-level Spanish AGP reading/language program was completed. Curriculum was implemented as the districtwide reading/language curriculum for all K-6 Spanish speaking LEP students.	Spanish Reading/Language K-6--Previously unrevised portions of the elementary-level Spanish AGP reading/language materials will be revised as necessary.

Accomplished 1982-83	Planned for 1983-84
Spanish Social Studies/Reading 7-12— Secondary-level Spanish AGP social studies/reading program (developed 1982) was implemented at secondary-level AGP schools for students at three levels of English and Spanish language proficiency.	Spanish Social Studies/Reading 7-12— Spanish AGP social studies/reading program will be revised as necessary.
Spanish Mathematics K-9— Spanish AGP math curriculum for grades K-9 was implemented as districtwide math program for math taught using Spanish.	Spanish Mathematics, Grade 10— Spanish AGP math program for grade 10 will be developed in summer/fall 1983, for introduction into classrooms during 1983-84.

V. CATEGORICAL PROGRAMS

Background

During 1982-83 the total amount of out-of-district funds available to the district decreased. Also, funding from formerly separate categorical sources which provided a significant portion of the district's categorical funding have been consolidated into the block grant, Education Consolidation and Improvement Act (ECIA) Chapter 2.

The special educational needs of many district students are the primary focus of categorical programs. Categorical programs exist for the primary purpose of helping participating students to succeed with the regular program. The planned use of these resources is coordinated to provide maximum supplementary support to the district educational program.

Funds from external sources must "supplement, not supplant" district efforts. In general, district funds must support the basic instructional core program available to all students and categorical funds are intended to support supplemental instruction for students with special needs.

The concept of a master plan for basic education implies a single K-12 district program in all basic education subjects. All available resources—from regular district and external sources—should be coordinated and channelled into the master plan. Various categorical programs/services in the district must be appropriately related to and coordinated with the district's basic education core program, with the core program and its supplemental components designed to address the same student performance objectives. As long as there is appropriate delineation of effort between monies spent for core and supplemental components of the master plan, the "supplement, not supplant" requirement can be met.

The district's major sources of categorical funds have a common purpose--to serve low-achieving students. Therefore, categorically funded activities should be coordinated so that various categorical funds intended for this purpose are "pooled" to provide interrelated components of a unified supplemental program to serve students with special needs, instead of a variety of activities which may not relate to each other.

Section A, below, presents an action plan for effective coordinated utilization of all out-of-district resources to address common purposes. Section B presents an action plan for using categorical funds to best support and strengthen the district's core basic education program.

A. CONSOLIDATION OF BASIC EDUCATION CATEGORICAL PROGRAMS

Objectives/Action Plan

Accomplished 1982-83	Planned for 1983-84
Block Grant Part of the district's 1982-83 block grant funding was budgeted for the following projects related directly	Block Grant At least $1,245,754, or 75 percent of the district's available block grant funds (estimated at $1,661,006 including

Accomplished 1982-83	Planned for 1983-84
to basic education: -Supplementary basic skills instruction for students having difficulty with basic skills mastery ($1,158,148). Supplementary instruction was provided outside of regular instructional time, on a small-group basis. (This was 75 percent of 1982-83 Chapter 2 funding.) -Development of and preparation for piloting a districtwide K-8 math program ($240,758). -Planning of assessment procedures for verifying attainment of competencies in reading, writing, and math and for individual required courses; identification of strategies and materials to enable students to achieve competencies and proficiencies; and provision of related inservice training ($91,367). -Purchase of essential classroom and school library equipment ($75,000). -Preliminary planning for development of K-12 computer education curriculum ($50,300) -Purchase of instructional supplies ($176,416). -Language arts ($5,987). Part of the block grant funds were budgeted for the following activities related <u>indirectly</u> to basic education: -Inservice training for key staff responsible for implementation of new curriculum and graduation requirements ($62,487). -Computerized program to provide students with information on college entrance requirements and careers ($9,000). -Overall coordination of Chapter 2 with other resources ($94,139). -Data processing and evaluation services ($36,200). -San Diego County Leadership Assessment Center ($6,570).	carryover and minus funds to nonpublic schools), will support the basic skills supplementary assistance program. School allocations for this program have been planned to provide a higher level of resources to schools with greater concentrations of students with low achievement. Schools have been ranked in three priority groupings, according to their proportions of students below Q2 in reading. Schools which receive Chapter 2 funding allocations are required to develop a simple plan for their use. The remaining 25 percent of block grant funds will be used for the following support service programs: -Completion of development of K-8 math program, including printing of materials for pilot schools ($132,242). -Instructional equipment and materials ($103,722). -Project coordination ($72,751). -Implementation of Focus on Effective Teaching Inservice program ($50,218). Provision of inservice for principals and others related to strategies summarized in research. -Data processing and refinement of proficiencies and development of assessments ($16,122). -Intervene School Safety Program inservice and implementation ($3,424). -Development of K-12 computer education program (carryover of 1982-83 funds).

Accomplished 1982-83	Planned for 1983-84
-Teacher Expectations and Student Achievement (TESA) inservice training ($40,487).	
Other Categorical Programs	
The following continuing programs were provided:	
-ECIA, Chapter 1, compensatory education ($7,519,802) and Economic Impact Aid/State Compensatory Education ($1,692,979). Purpose of these two programs, which operate jointly in the district, is to meet special educational needs of low-achieving students.	-Program will continue.
-School Improvement Program ($6,622,606). Purpose of this program is to enable systematic, objective-based improvement of K-12 instruction at the site level.	-Program will continue.
-Miller-Unruh Reading Program ($752,000). Purpose of this program is to prevent reading disabilities, apply corrective instruction, and provide high-quality reading program.	-Program will continue.
-AB 551, Staff Development ($5,000). Continuing funds were used for training in assisting students to achieve required proficiencies.	
The following new programs, supported by funding which began in 1982-83, were implemented:	
-Language Immersion for Preschool and K-6 Pupils, funded by Elementary and Secondary Education Act, Title VII ($339,234). This program provides a basic education program utilizing two languages of instruction, Spanish and English. (The project for which funding began in 1982-83 is an expansion of an existing project.)	-Program will continue.
-AB 551 ($67,000). New funds were utilized for staff training to improve secondary teachers' skills in teaching math, science, and computer technology.	

Accomplished 1982-83	Planned for 1983-84
	Central district staff will continue to work to coordinate categorically funded services with relation to each other. -Technical support for all categorically funded services and programs will be consolidated into one department, External Funding, at one location. -Administrative and support positions will be co-funded and multi-funded for efficiency and program coordination. (A single resource teacher or budget analyst, for example, can provide assistance related to all of the categorical programs at a given school.) -Site staff development and parent/community activities for all of a site's various categorical programs will be combined when possible. -Categorical compliance reviews will be conducted on a site basis--not for each categorical program separately--and annual school evaluation reports are developed in a consolidated format. -Categorical programs which have the same purpose and similar objectives will continue to be programmatically consolidated to the extent possible.

B. APPROPRIATE INTEGRATION OF CATEGORICAL AND DISTRICT-SUPPORTED BASIC EDUCATION PROGRAMS

Objectives/Action Plan

Accomplished 1982-83	Planned for 1983-84
District staff made efforts to insure programs supported by categorical and district funds are coordinated in planning and implementation phases. Major efforts have been as follows: -The district's administrative and curriculum development reorganization promote coordination of regular and categorical basic education programs. The district organization supports central and externally supported staff working together on curriculum planning and development within the Basic Education Department, under the Director of Basic Education. -The AGP reading and math programs were examples of first steps toward a districtwide objective-based approach to help students performance expectations.	District staff will continue to work toward programmatic and technical (support) coordination between district and categorical programs. With new curriculum/materials development, efforts will be made to insure that categorical programs in any basic education area directly support the district's core program in that area, as supplemental components with the same student performance objectives.

VI. SPECIAL BASIC EDUCATION PROGRAMS

In addition to the general basic education curricula described in Section III, the district provides special basic education programs for students with special needs related to learning: program for gifted and talented students, program for handicapped students (special education program), and assistance to students below grade level.

Below are brief summaries of the district's special basic education programs, with corresponding objectives/action plan.

A. PROGRAM FOR GIFTED AND TALENTED STUDENTS

Background

Instruction for the district's approximately 6,000 identified gifted and talented students covers the district's regular grade-level basic education curriculum content, with the pacing of instruction speeded up to allow teachers to enrich the curriculum. By state law, students in the Gifted and Talented Education (GATE) program must receive 200 minutes of qualitatively different instruction per week. This qualitatively different instruction must be described in a written plan proposed by the teacher and approved by central staff. (A written plan might specify, for example, a unit on the stock market to enrich the basic math program or a unit on literature to enrich the basic reading program.)

The gifted program provides instruction which is suited to individual students' abilities and which is designed to develop each student's potential for academic growth and attainment, creative expression, and leadership. The program's student identification process insures equal opportunity for all students to be considered.

The district offers education for gifted students in clusters and in seminars, which may utilize multi-age grouping. In clusters, students who are similar in prognosis for performance in school are brought together for part of their school day, usually for learning experiences which feature a direct instruction approach. For approximately 1,000 highly gifted students, seminar programs are offered at 23 schools. Like clusters, seminars may be content-specific; however, they generally stress independent and/or small-group study to a greater degree. Seminar sites are located in each of the major geographical areas of the district.

Each school which offers gifted education submits a yearly site plan specifying proposed gifted education services to a central district committee. Also, each site submits an annual formal evaluation of its gifted program.

GATE teachers develop unique plans at each site to meet the "qualitatively different" curriculum requirement specified by state law. Teachers can draw from many resources developed by the gifted program's central staff, to extend curriculum in interdisciplinary directions. These resources include more than 100 elementary and 100 secondary units. In addition, teachers may take advantage of the gifted program's centrally coordinated "direct services to schools" resource through which teachers may--at the beginning of each school year--schedule any of 120 community consultants with expertise in all subject areas.

Each district teacher who instructs gifted students has a master's degree certification or specialist's credential in gifted education. (The district has worked with San Diego State University in developing a gifted education program for teachers.)

Parent involvement is an important element in gifted program planning, implementation, and evaluation. Parents have opportunities for participation on site committees, the District Advisory Committee, and the parent association of the Gifted Education in San Diego organization as well as informal involvement opportunities.

Objectives/Action Plan

Accomplished 1982-83	Planned for 1983-84
Direct services resources were published in a 1982-83 digest. Also, gifted program staff completed development of a major new curriculum resource, a 300-page *Citizenship and Character Development* curriculum guide. This publication includes a collection of learning opportunities in citizenship and character development as well as literacy, communication, and thinking skills. A feature is a legal casebook in constitutional law, prepared by an attorney. The publication is suitable for use across grade levels. Gifted program staff accomplished planning for a high school and college guide for gifted students and their parents.	Basic elements of the GATE program will continue. Special instruction for GATE participants, as described in above narrative, will continue to be provided. Creative Thinking Skills/Creative Problem Solving (CTS/CPS) and Structure of Intellect (SOI) implementation of higher-level thinking skills will continue to occur as "qualitatively different" instruction. Teacher inservice will be provided: district advisory committee will review program and make suggestions; students, parents, administrators, and teachers will respond to annual questionnaire; grade-point average review and CTBS testing will occur. "Underachievers" (identified/participating gifted students whose CTBS score in one or more areas—Reading, Language, and/or Mathematics—is at or below the 60th percentile) will be identified. The "direct services to schools" program will be continued, that is, approximately 120 community consultants will provide approximately 1,200 classroom sessions related to teachers' planned "qualitatively different" instruction. Also, the program will be evaluated. Also, the following additional activities will occur. Gifted program central office staff will review 23 district-developed curriculum publications of gifted education activities and will revise and update as necessary. Gifted program central and site staff will consider means for strengthening parent involvement.

Accomplished 1982-83	Planned for 1983-84
	The district will implement a pilot project for nomination and early identification of minority and economically disadvantaged students, grades 1-2, for the GATE program. Advanced Placement course offerings will be a major emphasis of central GATE program staff. The district Honors English course will be retitled as Advanced Placement English in senior high schools for 1983-84. Advanced Placement courses in other subject areas will be offered upon request by schools when requirements related to qualified teachers and the Advanced Placement course content are fulfilled. Staff development activities for teachers and administrators and program planning with district personnel and The College Board representatives will occur during this year to expand Advanced Placement courses in other subjects for 1984-85.

B. SPECIAL EDUCATION

Background

On February 2, 1982, the Board of Education approved a three-year plan for special education curriculum development and implementation. The projected completion date is September 1984.

Both the elementary and secondary courses of study are designed to meet specific goals and objectives, as indicated on each student's individual Individualized Education Plan (IEP). Each student's specialized curriculum parallels, as appropriately as possible, the district's regular curriculum in format, focus, goals, objectives, and instructional materials.

Elementary Courses of Study

The elementary-level special education program is divided into a functional, a basic skills, and a support strand. The functional strand provides curriculum which equips each student to function at his/her optimum levels in the home, community, work place, and leisure settings. Students in the basic skills strand follow the regular district program, with possible modifications being a slower pace, additional teaching strategies, instructional materials, and student responses adjusted to the individual's handicapping condition. The support strand provides both regular and special education material and/or itinerant or resource specialist services to enable students to succeed within the regular classroom.

Secondary Courses of Study

-The Functional Skills Course of Study. This course of study is comprised of all elective courses which are designed primarily for students who are not expected to meet general secondary course requirements and/or pass competency tests required for graduation.

-The Diploma Course of Study. This course of study is designed to accommodate students who are capable of meeting the district's approved academic program for graduation but who require modification of the secondary curriculum. Students who meet diploma course requirements and pass the district competencies through the regular, altered mode, or differential standard versions of competency assessments, and who maintain at least a 1.5 grade point average, are eligible for a diploma.

-How IEP Goals and Objectives Determine the Courses Students Should Take. Special education students who are taking the Diploma Course of Study may take functional courses if their IEPs indicate the need for meeting goals and objectives address in the functional courses. The opposite is also appropriate; diploma courses may be taken in order to fulfill goals and objectives noted on the IEPs of students who are taking the Functional Skills Course of Study.

-Elective Special Education Courses. Elective support courses are available to all special education students to enable them to cope within the regular, diploma, or functional skills courses of study.

Objectives/Action Plan

Accomplished 1982-83	Planned for 1983-84
Curriculum guides for the following secondary-level special education courses were completed: -Multilevel English I, II, and III -Multilevel Math I, II, and III -U.S. History and American Government and Institutions	Revised versions of curriculum guides for multilevel English I, II, and III; multilevel math I, II, and III; and U.S. History and American Government and Institutions courses will be implemented and will be monitored by teacher-reactors.
Guides for the above courses were implemented, evaluated by Evaluation Services, and revised.	
The following were completed and implemented:	The following will be implemented:
-Reteaching/reinforcement materials for the elementary AGP reading program (based on Ginn) and secondary AGP reading program (based on Rally).	-Reteaching/reinforcement materials for the elementary AGP (Ginn) and the secondary AGP reading program (Rally).
-Secondary reading program for selected special day class and small group instruction students (based on Rally! Units 1-8).	-Basic Skills Rally! Units 1-8 (also will be monitored).
-Special education spelling program for grades 2-12.	-Special education spelling program for grades 2-12 will be monitored and modified.
-Special education secondary courses of study (special education section of *Digest of Secondary School Curriculum*)	-The special education section of the *Digest of Secondary School Curriculum*. (This is revised every year.)
The following were written and implemented:	
-Differential standards versions of secondary competencies -Altered mode versions of the secondary competencies	Each year, the differential standards versions and altered mode versions of the secondary competencies are written and implemented.
-Specialized program projects.	Specialized program projects will be accomplished.
-Special education section of the *Course of Study for Elementary Schools*.	

Accomplished 1982-83	Planned for 1983-84
	The following will be completed, implemented, and monitored by teacher-reactors: -*Special Education Guide for Multilevel Social Studies 7-8, Geography and World Cultures* (to be used during school years starting with odd numbers). -*Special Education Guide for Multilevel World History, Geography, and Economics*, 9-12 (secondary) -*Special Education Guide for Functional B Strand Courses* (secondary) -*Special Education Guide for Functional A Strand Courses* (ages 0-22) The following will be completed and implemented: -Functional B strand curriculum components -Functional A strand curriculum skill inventories -Proficiencies (course objective listings) for secondary C strand and B strand courses -Special education section of the *Course of Study for Elementary Schools*. (This is revised every year.) The following will be completed: -*Special Education Guide for Multilevel Social Studies 7-8, U.S. History and Geography* (to be used during school years starting with even numbers) -Selection of texts for science courses for grades 7-8 and 9-12 -*Special Education Guide for Science 7-8* (one-year course) -*Special Education Guide for Science 9-12* (two-year course) Regular district math and reading materials will be used and monitored by teacher-reactors for the materials' appropriateness for special education students.

Accomplished 1982-83	Planned for 1983-84
Vocational curriculum needs, K-12, were reviewed. Mathematics framework was completed.	Vocational curriculum needs, K-12, will be reviewed. Implementation of mathematics framework is pending district basic skills curriculum decisions.

C. SUPPLEMENTAL PROGRAMS FOR STUDENTS BELOW GRADE LEVEL

Background

The master plan for basic education recognizes that low-achieving students will need special assistance to meet the new graduation requirements (see Section X) and proficiency standards for required-for-graduation courses (see Section IX). This need is more critical with a recent change in special education eligibility requirements; many students who, because of a variety of learning disabilities, are "academically low-functioning" will now be mainstreamed into regular classes. The district has a number of programs and services to assist low-achieving students, K-12, supported by out-of-district funding (mainly compensatory education) as well as district funds.

Objectives/Action Plan

Accomplished 1982-83	Planned for 1983-84
In March 1983, the board approved upgraded graduation requirements and proficiencies for required courses and adopted a motion that the Superintendent and his staff provide to the board and community a plan of steps that will be taken to give currently low-achieving students the support and assistance needed to meet the higher requirements. The Superintendent and district staff developed a summary of programs and services which now provide and will continue to provide assistance to low-achieving students. These programs and services are presented in the "Planned for 1983-84" column.	The following programs and services will provide assistance to low-achieving students. Elementary Schools 1. All schools will develop a basic skills component as part of its comprehensive educational plan. It will address special need populations where student achievement in reading, math, and/or language is below national norms. Discretionary funds will be available to support specific basic skills needs.

Accomplished 1982-83	Planned for 1983-84
	2. The English and Spanish Achievement Goals Programs in reading, language, and mathematics provide one to three days of reteaching at the end of each instructional unit if student performance is below mastery, and additional reinforcement assistance if achievement remains below mastery. 3. AGP teachers provide instruction to students in groups--two groups in mathematics and three in reading. During the reteaching cycle, the teacher works directly with those students requiring further instruction in the unit objectives. Reinforcement is extended through Chapter 1 and school improvement funds, tutorial assistance labs, and small group instruction. 4. More intense AGP reteaching/reinforcement materials, developed by Special Education for reading, are available for use at AGP sites. 5. Sites using curriculum materials other than the AGP provide assistance through small-group instruction, district math supplementary student materials, commercial reading support systems, Chapter 1 and SIP funds, tutorial assistance labs, and/or volunteers. District language materials in the AGP format provide reteaching and reinforcement for low achievers. 6. All schools will implement a homework policy with emphasis on how parents can assist students in improved study habits and overall achievement. 7. All schools provide supplementary support instruction in reading, language, and mathematics on a continuing basis by certificated personnel who assist students toward mastery of skills and concepts directly related to their daily lessons.

Accomplished 1982-83	Planned for 1983-84
	8. Schools served by Miller-Unruh reading teachers provide additional instruction to regular classroom teaching for students below their potential. 9. Supplemental spelling support based on the district program is available to special education students. 10. Special staff development sessions are planned for principals, vice principals, and key teachers for instructional leadership in programs for limited English proficient students, language arts, math, the AGP, and computer education. Most site administrators will complete a series of inservice sessions on "Focus on Effective Teaching." Many staffs will also complete the complete TESA program. <u>Secondary Schools</u> 1. AGP in reading and mathematics, grades 7 and 8, provides reteaching at the end of each unit if student performance is below mastery and reinforcement assistance if achievement remains below mastery. 2. Supplemental support instruction in reading and mathematics will continue to be provided by certificated personnel to assist students in achieving mastery through immediate corrective instruction (Chapter 2 funding). 3. Site instructional assistance will continue to be arranged through reading labs, math clinics, language centers, and tutorial programs (Chapter 1 funding). 4. Summer school programs will continue to provide courses to meet graduation requirements, eleventh-grade required course, and instruction related to minimum competency requirements and English 9th.

Accomplished 1982-83	Planned for 1983-84
	5. High school diploma program will continue to be offered students who require special course schedules to fulfill graduation requirements (Adult Education funding). 6. Principals, vice principals, and key teachers will receive special staff inservice in programs for LEP students, language arts, math, and computer education. 7. All schools will implement a homework policy with special emphasis on basic skills mastery. 8. Opportunity classes will continue to be available for students who require individualized programs to accommodate their personal and academic needs. 9. Basic skills improvement plans at each secondary school will focus on students with poor achievement patterns. 10. The district will mail to parents a copy of each student's Cumulative Student Record (CSR), grades 7-12, reflecting the current status of courses completed, student grades, credits, and test information. School discretionary funds will be available to support specific basic skills needs. <u>Curriculum and Programs</u> 1. Curriculum materials in math and language will be provided for the range of student abilities in a regular classroom and for supplemental instruction as determined by classroom teachers. 2. The development of an out-of-class reading program will provide for an increased quantity of reading for all students, particularly low-achieving students. (New for 1983-84)

Accomplished 1982-83	Planned for 1983-84
	3. The CTBS cluster analysis process will be used to identify instructional areas which require increased emphasis, new materials, increased instructional time or other strategies to strengthen student achievement. Evaluation Services will provide special instruction to school administrators in how to use these analyses for instructional improvement and growth in student achievement. 4. Compensatory education funds will be used to support inclassroom activities. In-classroom activities generally take the form of paraprofessional assistance to classroom teachers in basic skills areas. Pullout programs will offer students services in reading labs and math clinics <u>Student Services</u> In addition to direct academic assistance to students, support services will be provided - parent/student conferences with counselors, annual counselor review of student records to identify difficulties, and, for special education students, special day classes and remedial/compensatory or support assistance. <u>Integration/Volunteer Programs</u> Integration-related support services will include provision of additional counselors to schools with large Volunteer Ethnic Enrollment Program (VEEP) enrollments, site support committees, VEEP grants for sites to use to assist students, and provision of instructional aides to integration program schools.

VII. BASIC EDUCATION SITE PLANS

Background

All district schools are required to develop a comprehensive school level plan. Major components include homework, guidance, site security and supervision, energy conservation, staff development, and basic skills improvement. Within each component objectives are established which relate to the particular needs of the school. Plans must give attention to special need populations including LEP, VEEP, and low-achieving students.

Most district schools develop a consolidated application component as part of their comprehensive site plan. These schools receive funds from one or more of the following sources: ECIA Chapter 1 and Chapter 2; School Improvement Program, State Economic Impact Aid, and the Miller Unruh Reading Program. The consolidated application component provides a needs assessment of the school, indicates objectives to be pursued, specifies program activities, and the evaluation plan. The basic district program in each area is described so that "supplement" requirement can be verified easily.

Presented here is an objective/action plan related to individual school site basic education plans.

Objective/Action Plan

Accomplished 1982-83	Planned for 1983-84
Superintendent and staff have determined that there should be a basic education site plan for every school.	Every district school will develop a basic skills component as part of its comprehensive site plan for implementing district programs. This includes utilization of district and categorical program resources for basic skills. Each plan: - Will address district basic education goals. - Will describe student achievement objectives.
	- Will specify instructional programs to assist students with different learning needs.

Accomplished 1982-83	Planned for 1983-84
	District staff will determine and specify content and format for site plans. Sites will be informed about how to meet site plan requirements. In spring 1984, sites will submit basic education plans for the following school year.

VIII. STAFF DEVELOPMENT

Background

The newly organized Staff Development and Training Department, within the personnel Division, has the responsibility for coordinating, implementing, and monitoring all staff devlopment activities of the district (other than formal, on-the-job training), with the exceptions of staff development offered by the Community Relations and Integration Services Division, the compensatory education program, and the career education office. Actual staff development presentations will involve appropriate specialist staff members (such as curriculum resource staff). Centralization of staff development responsibilities will be a change from past practice, in which each curriculum office conducted its own staff development training related to its own curriculum and the district's central Continuiung Education Unit provided a selection of general staff development offerings. The Staff Development and Training Department will publish a master calendar of staff development activities.

Presented below, in objectives/action plan form, are basic-education-related staff development plans for the 1983-84 school year.

Objectives/Action Plan

Accomplished 1982-8[illegible]	Planned for 1983-84
Continuing Education Unit, within Programs Division, provided approximately 30 courses directly related to basic education areas: language arts, math, science, and fine arts. Selection of courses was offered on the basis of requests from specialists in various departments. Also, various departments conducted their own staff development programs.	Certificated and classified Staff Development and Training Advisory Committees will participate in determination of staff development priorities and objectives, in the annual needs assessment program, and in establishment of criteria for staff development funding allocations. Committees also will provide guidance in planning and implementation of staff development activities, make recommendations regarding annual evaluation report, and participate in development of district staff development and training plan.
	The Staff Development and Training Department's major functions related to staff training <u>for basic education</u> will be: -Solicitation and approval of staff development proposals from departments or divisions on a quarterly basis. -Coordination, publication, and dissemination of a district master calendar of all staff development activities. -Coordination of annual needs assessment. -Coordination of evaluations of staff development activities.

Accomplished 1982-83	Planned for 1983-84
	-Development of a districtwide plan for staff development; plan will include priorities, objectives, and designs for implementation of activities and for evaluation. -Assistance for district personnel developing district courses. Specific staff development offerings for 1983-84 will be planned during the summer 1983. Basic-education-related staff development offerings will include fall 1983 training related to implementation of: -The newly adopted K-6 reading program. -The high-school-level Cooperative Writing Program. -Supplementary basic skills instruction for low-achieving students. -Higher level course competencies. -The new English for Limited-English Proficient Students (ELEPS) program. In addition, there will be a number of courses to familiarize staff with computer technology.

IX. STANDARDS OF PERFORMANCE

The master plan for basic education will incorporate three types of student performance standard assessment: basic competency standards in reading, writing, and mathematics; proficiencies (district skills related to specific courses required for graduation); and high-level competencies for advanced (college preparatory) courses. Below are descriptions of these three types of assessment, with related objectives and action plans.

A. COMPETENCY STANDARDS FOR READING, WRITING, AND MATHEMATICS

Background

In May 1978, competency standards were adopted by the Board of Education. Elementary-level competencies were established for reading (factual article), written expression (application form and friendly letter), and mathematics (computational skills and applications, measurement, and geometry). Fourth-grade students have been assessed in reading and written expression, fifth-grade students in mathematics, and sixth-grade students in any competencies they have not previously achieved. Secondary-level students have been assessed in reading ability (as essential to civic participation and career and personal use), writing ability (as essential to career preparation and personal business communication), and mathematics ability (related to computational problems with whole numbers and fractions, measurement, and solving problems related to geometry, money, statistics, and graphs). Within the master plan for basic education, these secondary-level standards are being strengthened, as described in the action plan below. Also, a new computer education competency will be implemented in the future.

Objectives/Action Plan

Accomplished 1982-83	Planned for 1983-84
Competency standards for reading, writing, and mathematics were raised. District staff reviewed existing competency standards and determined that new assessments will be implemented effective with the 1983-84 school year which will: -Increase the difficulty of the content assessed. -Increase the difficulty and number of items assessed. -Increase the percent of correct items required to meet each competency standard. Specific recommendations for each competency were included in a committee report submitted to the board.	By October 1983, all new competency assessment instruments and a new competency assessment guide will be completed and ready for use. The objective to raise competency standards will be fully implemented for grades 8-11.

Accomplished 1982-83	Planned for 1983-84
Staff began preparing revised assessment instruments. Also, the board approved establishment of a computer education competency, to be phased in for all students beginning with the graduating class of 1988-89.	

B. PROFICIENCY STANDARDS FOR COURSES REQUIRED FOR GRADUATION

Background

Parallel to raising basic competency standards in reading, writing, and mathematics, plans are now in place for achieving further levels of proficiency in basic skills as a prerequisite for issuance of a high school diploma. These added efforts to raise student achievement will include the following:

1. Each course specifically required for high school graduation will have proficiency levels established.

2. Each student, prior to receiving credit for one of these required courses, must demonstrate that he or she possesses the required proficiency level.

3. Satisfactory completion of demonstrated proficiencies will be in addition to any other requirements normally prescribed by the class instructor for earning a passing grade in the course.

Course proficiency standards will be phased in over a six-year period. When the phase-in is fully implemented, each student will be required to meet proficiency standards in the following courses:

-English--English 1-2 (required course for grade 9), English 3-4 (required course for grade 10), and whichever diploma-approved electives students take at grades 11 and 12, to meet the requirement for four years of English.

-Mathematics--Any three courses, whichever courses are elected by individual students in grades 9-12 to meet the three-year math requirement.

-Social Studies--World History, Geography, and Economics 1-2 (required for tenth-graders beginning with the class of 1987-88); U. S. History 1-2 (required for grade 11); and American Government and Institutions 1-2 (required for twelfth-graders beginning with the class of 1985-86.

-Science--One diploma-approved physical science course and one diploma-approved life science course, whichever courses students elect to meet graduation requirement.

During 1983-84, proficiencies will be assessed in those courses for which proficiency guides have been deleloped. (See the chart on the following pages.) However, proficiencies will not begin to be a requirement for graduation until 1984-85.

Accomplished 1982-83	Planned for 1983-84
District staff and the Board of Education determined that proficiency levels will apply to all secondary-level courses required for graduation. Committees comprised of teachers, administrators, parents, and community members developed outline of proficiency program, with lists of specific proficiencies. Instructional Council and board approved committee reports. Teacher-writers, with teacher review committees, refined or established specific proficiencies for most academic courses, then wrote course proficiency guides which were reviewed and revised by the committees. A plan for phasing in course proficiencies over a six-year period was developed.	Development of instruments for assessing course proficiencies will be completed and utilized. Proficiency guides will be available in 1983-84 for the following courses: -<u>English</u>--English 1-2, 3-4, and 5-6; American Literature 1-2; American Voices 1-2; Contemporary Voices 1-2; Imaginitive Dimensions 1-2; Literature of the World 1-2; Writer's Workshop 1-2. -<u>Mathematics</u>--General Mathematics 1-2; Basic Algebra 1-2. -<u>Social Studies</u>--American Government 1, United States History 1-2. (High-level competency guides to be available in 1983-84 for advanced courses are named in the chart in section C. of this chapter.) Proficiency guides for both semesters of social studies will be available in the fall. For other courses, guides for the first semester will be available in the fall and guides for the second semester in the spring. Guides combining proficiencies with high-level competencies will be available for English Literature 1-2 and Honors English 1-2. Also, student guides for English course proficiencies/competencies will be available. During 1983-84, student guides for the following courses will be written (for 1984-85 implementation): -<u>Science</u>--Basic Biology 1-2 and Physical Science 1-2. -<u>Mathematics</u>--Tenth- and eleventh-grade courses. (Twelfth-grade courses will be written in 1984-85, for 1985-86 implementation.) -<u>Social Studies</u>--World History, Geography, and Economics 1-2. -<u>Foreign Languages</u>--Third year courses.

Accomplished 1982-83	Planned for 1983-84
	During 1983-84, teachers of courses for which guides are available will assess their students for the proficiencies developed for those courses. (For 1983-84, there is no requirement that students pass the proficiencies.)

C. HIGH-LEVEL COMPETENCIES FOR ADVANCED COURSES

Background

High-level competency standards will be established for each course in English language arts, math, social studies, science, foreign language, and art history which qualifies for the "Diploma with Academic Distinction." Students in advanced courses will be assessed for both the regular proficiencies and the high-level competencies. Results of high-level competency assessment will affect only the letter grade for the course.

Objectives/Action Plan

Accomplished 1982-83	Planned for 1983-84
Identification of high-level competencies for advanced courses was begun. Available advanced placement curriculum materials were examined. Development of curriculum materials for teaching high-level competencies and preparation of assessment models were begun.	Development of instruments for assessing higher-level competencies for advanced courses will be completed. High-level competency guides will be available in 1983-84 for the following advanced courses: -English--Advanced English 3-4, Advanced American Literature 1-2. -Mathematics--Algebra 1-2, Advanced Mathematics 3-4. -Social Studies--American Government in World Affairs 1-2, Advanced U.S. History 1-2, Advanced World History 1-2. -Science--Advanced Biology 1-2, Biology 3-4, Chemistry 1-2, Advanced Chemistry 1-2, Chemistry 3-4, Physics 1-2, Honors Physics 1-2, Physiology 1-2. -Foreign Language--French 7-8, 9-10, and 11-12; Spanish 7-8, 9-10, and 11-12. -Fine Arts--Explorations in Art 1-2.

Accomplished 1982-83	Planned for 1983-84
	Guides combining high-level competencies and proficiencies will be available for English Literature 1-2 and Honors English 1-2. Also, student guides for English course proficiencies/competencies will be available. During 1983-84, teachers of courses for which high-level competency guides are available will assess their students for these competencies.

D. HOMEWORK

Background

A Superintendent-appointed task force developed a proposed homework policy, which was adopted by the board. The basic content of this policy is that homework will be assigned on a regular basis for enrichment, reinforcement, and extension of school experiences; that the amount of homework time will increase from a few minutes per day in primary grades to two or more hours in high school; and that each school will develop a homework plan to insure that this policy is properly implemented.

Objectives/Action Plan

Accomplished 1982-83	Planned for 1983-84
The board adopted the homework plan. In June, the Superintendent submitted to the board: -A list of items to be part of an administrative regulation to implement the homework policy. -A set of homework assignment guidelines for teachers, to be distributed to schools. -A draft of a homework-related informational brochure for parents.	Beginning fall 1983, every district elementary and secondary school will implement the homework plan adopted by the Board of Education in June 1983. The major elements of this plan are: -Appropriate daily homework for every district student (i.e., homework which relates to instructional objectives, is a part of course requirements, and is suitable for individual students' goals and abilities). -Individual teachers' homework plans integrated into a general homework plan for the school. -Information to parents regarding the district's homework policy, the parents' role in the homework plan's implementation, and the kinds of homework to be assigned.

E. SUPPLEMENTARY READING REQUIREMENT

Background

On February 1983, the Board of Education adopted a supplementary reading requirement. The major element of this program is that each district student—regardless of grade level, ability, or program—shall be required and encouraged to read complete books and to report such reading.

Objectives/Action Plan

Accomplished for 1982-83	Planned for 1983-84
The Board of Education adopted the reading requirement and assigned the Superintendent and his staff to develop the most appropriate method of implementing the requirement at the various levels in all curricula.	District staff will implement the reading requirement as adopted by the board. It is expected that the following procedures, suggested by the board, will be utilized: -Lists of appropriate books for each grade level shall be made available to students. -Students will choose books from the lists, or other books; students will be encouraged to read books at even higher levels. -Books will be available in classrooms, school libraries and media centers, and community libraries. -The procedure students will use to report on books will be simple, using a form designed by district staff; teachers will file reports. -Most supplementary reading will be done outside of class.

F. PLAN FOR REPORTING PUPIL PROGRESS

Individual elementary schools report their pupils' growth in academic achievement (as well as in attitudes and acceptance of responsibilities). For this purpose, schools use a standard district form—the Elementary Pupil Growth Report Form—or site-developed forms three times per year, in addition to parent-teacher telephone and at-school conversations. (For details about assessment of student progress, see section XI, Evaluation.) Pupil progress reporting at school sites was reviewed in 1982-83 by a special committee established by the Elementary Schools Division. Recommendations

by the committee will be implemented in 1983-84. A further analysis of grade reporting practices in all schools will be conducted by School Operations Division, K-12. Pupil progress is reported to the Board of Education, the state, and the court overseeing the district's integration plan.

Objectives/Action Plan

Accomplished 1982-83	Planned for 1983-84
Individual elementary schools reported student progress to parents using a standard district form—the Elementary Pupil Growth Report Form—or site developed forms. Elementary Schools Division directed implementation of reporting procedure and approved pupil progress form and issued guidelines for principals to follow.	School Operations Division will issue guidelines which will require that all elementary schools use the district Elementary Reporting Progress Form or an approved site-developed form. Related inservice will be conducted. A survey of school reporting practices, grades 7-12, will be conducted. School Operations Division will monitor continued use of unsatisfactory progress reports, which are used to notify parents when student progress is below expectation. The plan to conduct parent and student conferences with counselors, to prepare a four-year educational/career plan for each eighth-grade student, will be implemented. Under new provisions of the Education Code, the district will present to the Board of Education a plan which insures that each student, upon reaching the age of 16 or prior to the end of the tenth grade, receives a systematic review of his/her academic progress and counseling regarding the educational options available during the final two years of high school. For each student, grades 9-12, a copy of the student's cumulative school record and the high school graduation requirements brochure will be mailed to parents.

Accomplished 1982-83	Planned for 1983-84
	Proficiencies in courses required for high school graduation will be field tested and the system for full implementation of the proficiencies will be developed with teachers, principals, and central staff. (See section IX.) Educational Services Division is summarizing existing information on the specific skills, concepts, and essential content of courses or grade level programs. A basic model for preparing this information will be developed for use in evaluating student progress.
School-by-school student achievement data for reading, language, and mathematics was reported: -To district administration and board through production of a basic reference document presenting CTBS and CAP results. -To the state through a formal evaluation report. -To the court overseeing the integration plan by a special report.	School-by-school student progress reporting will continue as in 1982-83.
Student-by-student achievement data for language skills and mathematics was reported to individual schools, through use of a computer printout.	Student-by-student progress reporting will continue.

X. GRADUATION REQUIREMENTS

Background

During 1981-82 and 1982-83, a districtwide committee authorized by the Board of Education studied issues related to graduation requirements and the quality of district education in general. The result was that in March 1983, the board approved an increase in the number of credits and specific courses needed for individual basic education subject areas, upgrading of the standards of the required courses, and a requirements that students be enrolled in six classes per day. Upgrading of the quality of course credits will occur through implementation of strengthened basic competency standards and course proficiencies (discussed in section IX).

In section A, below, is a phase-in plan, in chart form, for implementation of new graduation requirements, followed by an objectives/action plan chart showing 1982-83 accomplishments and 1983-84 plans related to implementing the phase-in plan. Section B presents an action plan for assisting low-achieving students to meet new graduation requirements.

A. COURSE CREDIT REQUIREMENTS

The following chart shows the basic education course credits which will be required when the newly adopted graduation requirement plan is fully implemented.

SUBJECT AREA	CREDITS REQUIRED, GRADES 9-12	PHASE-IN YEAR
Total number of units to be required for graduation.	44 semester credits Two credits more than currently required.	Class of 1986-87 (grade 9 in 1983-84)
Mathematics	6 semester credits (3 years) Two credits more than currently required.	Class of 1987-88 (grade 8 in 1983-84)
Science*	4 semester credits (2 years) Two credits more than currently required. Must be earned in one year of physical science and one year of life science.	Class of 1988-89 (grade 7 in 1983-84)

*The district's new graduation requirements satisfy standards outlined in SB 813, except for the bill's requirement of two years of laboratory science. The district will review options for meeting this requirement, with implications for staff, facilities, and equipment.

SUBJECT AREA	CREDITS REQUIRED, GRADES 9-12	PHASE-IN YEAR
Social Studies	6 semester credits (3 years) Same number of credits as currently required, but must be earned in specific courses: - World History, Geography, and Economics 1-2 (grade 9 or 10) - U.S. History (grade 11) - American Government and Institutions 1-2 (grade 12) Approved advanced alternatives may be substituted for these courses.	 Class of 1987-88 (grade 8 in 1983-84) Class of 1983-84 Class of 1985-86 (grade 10 in 1983-84)
English	8 semester credits (4 years): -English 1-2 (grade 9) -English 3-4 (grade 10)* -Four semesters of elective courses, one semester with emphasis on American authors. *Or approved advanced alternative. Same number of units as currently required, but drama, public speaking, and journalism no longer are accepted for graduation credit.	Class of 1984-85 (grade 11 in 1983-84)
Fine Arts Practical Arts	1 semester credit, fine arts 1 semester credit, practical arts 1 semester credit, fine or practical arts Current requirement is three semester credits in fine and/or practical arts. New requirements allow fine arts credit for visual art, music, drama, and dance.	Class of 1987-88 (grade 8 in 1983-84)
Physical Education, ROTC, NROTC	4 semester credits (2 years) One credit must be earned each semester, grades 9 and 10. Optional for grades 11 and 12.	Class of 1983-84

SUBJECT AREA	CREDITS REQUIRED, GRADES 9-12	PHASE-IN YEAR
Electives	13 semester credits Additional credits needed to complete the required 44 may be earned by completing elective courses in the above subject areas or in foreign languages.	Class of 1986-87 (grade 9 in 1983-84)
Driver Education	Cancellation of one-semester requirement	

Objectives/Action Plan

Accomplished 1982-83	Planned for 1983-84
District staff and board studied graduation requirements. Board upgraded course requirements (along with upgraded competency and proficiency requirements, discussed in section X) and approved a plan to phase in new requirements over a six-year period, beginning with the 1983-84 school year. (Upgraded requirements and phase-in plan are presented on the preceding chart.)	Implementation of the phase-in plan for new course-credit graduation requirements will be initiated. -Beginning in September 1983, seventh-grade students and their parents will be made aware of changes in graduation requirements, which will be fully in effect for their 1989 graduation. Annually, the district will mail the Cumulative Student Record and the high school diploma brochure to the parents of all secondary students. Counselors will schedule parent conferences for all eighth-grade students to assist them in the development of a four-year educational plan. -Appropriate curriculum departments will complete curriculum/materials development as necessary to address new course credit requirements. (See section III.) In addition, staff will begin ongoing work to determine the impact of increased graduation requirements on curriculum, staffing, facilities, and budget. This work will focus on establishing priorities for further district activities related to upgrading education.

Accomplished 1982-83	Planned for 1983-84
	Also, the possibility of including second languages in future revisions of graduation requirements will be considered. Beginning in 1984-85, athletics will be moved from sixth period to after school, to enable students to take the full range of required and elective courses.

B. ASSISTING LOW-ACHIEVING STUDENTS TO MEET GRADUATION REQUIREMENTS.

Objectives/Action Plan

Accomplished 1982-83	Planned for 1983-84
The Superintendent and his staff prepared a plan for assisting low-achieving students to upgrade their skills and meet higher graduation requirements. The major components of this plan--which is detailed in section VI.C.--are summarized in the "Planned for 1983-84"column to the right.	The following methods (presented in more detail in section VI) will assist low-achieving students in meeting upgraded requirements. -All schools will provide supplementary individualized reinforcement and re-teaching in reading, language, and math (provided outside of regular classroom time). -AGP schools will provide structured reteaching at the end of each instructional unit, plus additional reinforcement as necessary. -Alternate high school diploma programs will be offered. -New out-of-class reading program will be implemented. In addition to the above methods, there will be a method for enabling students with special needs to demonstrate their skills--the altered mode competency assessment. This will provide for the use of an assessment instrument with an altered format, such as larger type, more white space, and/or a different arrangement of test items.

XI. EVALUATION

Background

The Evaluation Services Department — within Planning, Research, and Evaluation Division—has the responsibility for evaluation of the basic skills programs in the district generally and of the various special (including externally funded) programs specifically. The principal vehicle for accomplishing both is the Comprehensive Test of Basic Skills (CTBS).

Presented below are evaluation objectives/action plans for assessing pupil achievement (section A) and assessing program effectiveness (section B).

A. PLAN FOR ASSESSING PUPIL ACHIEVEMENT

Objectives/Action Plan

Accomplished 1982-83	Planned for 1983-84
Evaluation Services Department assessed the language and mathematics achievement of elementary- and secondary-level students districtwide with relation to nationwide achievement.	
Comprehensive Tests of Basic Skills (CTBS), Form U, were administered to all district students at grades 5,7,9 (spring) and 11 (fall). (CTBS is administered annually at grades 5,7, and 11. It was administered at grade 9 on order of the court overseeing the integration plan.) CTBS also was administered to all grade levels at Consolidated Application schools.	CTBS will continue to be administered districtwide at grades 5,7, and 11; at additional grades if the court so orders; and at all grades in Consolidated Application schools.
CTBS Español was administered to Spanish speaking students whose English language proficiency was too limited for testing with regular CTBS.	CTBS Español will continue to be administered to LEP students as appropriate.
California Assessment Program (CAP) Survey of Basic Skills was administered to students districtwide at grades 3, 6, and 12.	CAP will continue to be administered as in 1982-83.

B. PLAN FOR ASSESSING PROGRAM EFFECTIVENESS

Objectives/Action Plan

Accomplished 1982-83	Planned for 1983-84
Special instructional programs were evaluated as follows: -Achievement Goals Program was evaluated through review of standardized test results. -Integration plan programs were evaluated through means specified for various programs (district and contracted evaluators). -Ongoing evaluation of the program for gifted students was conducted. -Evaluation was conducted for programs funded by the following external sources: ECIA, Chapter 1, and Chapter 2; SB 90; School Improvement Program (SIP); ESEA, Title VII; Follow-Through; and P.L. 94-142.	Program evaluations to continue as in 1982-83.
Also, a plan for evaluating the new district-developed K-8 mathematics program was developed.	Evaluation of the new district math program will be implemented. (See section III.B.) District will implement newly designed bilingual education program evaluation plan submitted to the board in May 1983. Evaluation will assess individual LEP students' basic skills progress and English language development progress.

XII. BASIC EDUCATION ORGANIZATION STRUCTURE

The roles of those divisions/departments within the district's new organization which most directly relate to basic education—as well as those which relate indirectly to basic education—will be described in a series of reports which the Superintendent will prepare for the Board of Education between October 1983 and March 1984. These reports will review all divisions and the departments within them, in order to outline the justification for organizational structure, staffing, major activities, and budget with relation to district goals. The reports which will relate most directly to basic education will be those for the Educational Services Division (particularly the division's Basic Education Department); School Operations Division: Planning, Research, and Evaluation Division; and the Staff Development and Training Department within Personnel Division.

XIII. SUMMARY AND CONCLUSIONS

Basic education is the heart of the district's instructional program. Its goal is to enable each student to reach his or her greatest potential and be prepared to function effectively in the contemporary world. This master plan is a comprehensive design to properly implement the basic education program in the schools and make it effective. It provides a single, unified strategy for insuring that the quality of the educational program is consistent across the district and for students of all levels of ability. The plan also attempts to maximize the effect of all available financial resources, both district monies and categorical funds.